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ABSTRACT

This publication summarizes state vocational education (VE) council biennial evaluations of Job Training Partnership Act (JTPA)/VE coordination in Fiscal Years 1991-92. It is presented in the form of a table with information under these headings: situations/needs, coordination highlights, and recommendations. Information is provided for 41 jurisdictions: Alabama, Alaska, Arizona, Arkansas, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Puerto Rico, Rhode Island, South Carolina, Tennessee, Texas, Utah, Vermont, Virginia, Washington, and Wyoming. The purpose of this summary is to help promote VE/JTPA coordination by calling attention to coordinative activities and suggestions for improvement from across the nation. It highlights exemplary coordinative activities at the state and local levels. (YLB)

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Summary of State Reports On Coordination Between Vocational Education and JTPA

U.S. Department of Labor
Employment and Training Administration
1993

ED 372 263

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Summary of State Reports On Coordination Between Vocational Education and JTPA

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1993

SUMMARY OF STATE REPORTS ON COORDINATION BETWEEN VOCATIONAL EDUCATION AND JTPA

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (Public Law 101-392) extensively amended the Carl D. Perkins Vocational Education Act (Public Law 98-524). One amendment--at Section 112(d)(10)(A through D)--requires State councils of vocational education to evaluate, every two years, "the extent to which vocational education, employment, and training programs in the State represent a consistent, integrated, and coordinated approach to meeting the economic needs of the State" and "to make recommendations to the State board [of education] on the adequacy and effectiveness of the coordination that takes place between vocational education and the Job Training Partnership Act."

Recommendations are also to be made on ways to create greater incentives for joint planning and collaboration between the vocational education system and the job training system at the State and local levels. Copies of the biennial evaluations are to be furnished to the Governor, the State board of education, the State job training coordinating council, the Secretary of Education, and the Secretary of Labor.

We summarize here State vocational education (voced) council biennial evaluations of JTPA/voced coordination in Fiscal Years 1991-2 (October 1990 through September 1992).* The summary is presented in the form of a table--with information under the headings "Situations/Needs," "Coordination Highlights," and "Recommendations"--for the following 41 jurisdictions (40 States and Puerto Rico), with the table jurisdictions' abbreviations in parentheses (and a glossary of commonly-used terms at table's end):

Alabama (Ala.)
Alaska
Arizona (Ariz.)
Arkansas (Ark.)
Connecticut (Conn.)
Delaware (Del.)
Florida (Fla.)
Georgia (Ga.)
Hawaii
Idaho
Illinois (Ill.)
Iowa
Kansas (Kan.)
Kentucky (Ky.)
Maine
Maryland (Md.)
Massachusetts (Mass.)
Michigan (Mich.)
Minnesota (Minn.)
Missouri (Mo.)
Montana (Mont.)
Nebraska (Neb.)
Nevada (Nev.)
New Hampshire (N.H.)
New Jersey (N.J.)
New Mexico (N.M.)
New York (N.Y.)
North Carolina (N.C.)
North Dakota (N.D.)
Ohio
Oklahoma (Okla.)
Puerto Rico (P.R.)
Rhode Island (R.I.)
South Carolina (S.C.)
Tennessee (Tenn.)
Texas (Tex.)
Utah
Vermont (Vt.)
Virginia (Va.)
Washington (Wash.)
Wyoming (Wyo.)

* Prepared by Kim Baker from evaluation material at U.S. Labor Department (ETA/OSPPD). Major repository for the evaluations--and office most directly involved with them--is Division of Vocational-Technical Education in U.S. Department of Education's Office of Vocational and Adult Education (Tel. 202-260-9166). Division Director Dr. Winifred Warnat and special assistant Marjie Beaulieu helped greatly in providing material.

The purpose of this summary is to help promote voced/JTPA coordination (within its larger context of education-and-training integration) by calling attention to coordinative activities and suggestions for improvement from across the nation. These activities/suggestions are both pursuant to the Perkins Act amendments and consonant with the Job Training Partnership Act (including its amendments effective July 1, 1993), although it should be kept in mind that many additional coordinative activities have occurred since the September 1992 ending of the period covered by the State evaluations.

Other Perkins Act amendments relevant to JTPA/voced coordination (and to integration of education, training and employment, and other human resources areas) focus on attainment of performance standards related to basic and advanced academics; integration of academic and vocational education; formation of private sector partnerships in curriculum development and work experience; and support of such work-based learning approaches as tech-prep programs (often four-year programs of technical-preparation education leading to a 2-year certificate or associate degree).

JTPA's 1993 amendments have a similar focus in terms of increasing coordination and integration. These amendments promote quality workforce-preparation training; increase accountability through performance-based standards of effectiveness*; encourage use of JTPA resources as leverage to bring together voced, JOBS, JTPA, and other systems for provision of human resources services; ensure that job-training services reach those most in need of them; and explore new and creative partnerships among businesses and education and training practitioners. The specific provision of the JTPA amendments that most significantly affects cooperation with voced and other systems concerns the human resource investment council (HRIC), which the amendments empower a Governor to establish as a means of coordinating and integrating JTPA, voced, and other systems of human resources development.**

The changes being brought about by the Perkins Act and JTPA amendments both reflect and affect the workplace. These changes were prompted by an economy restructuring for high skills and high performance, and now are being promoted by teamwork at the national, State, and local levels of the education and training

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* Highly consonant with this objective is JTPA's Standardized Program Information Reporting (SPIR) system, which became effective on July 1, 1993--the same date as the JTPA amendments --and responds to some of the situations raised in State voced council suggestions for improving JTPA data collection. ETA/voced coordination to improve data compatibility includes a project to develop common core-data elements.

** Some State voced council evaluations specifically discuss HRIC adoption or consideration; other evaluations discuss adoption or consideration of similar entities.

communities. At the national level, for example, Secretary of Education Richard Riley and Secretary of Labor Robert Reich are working closely together, on developing a national structure that will encourage use of voluntary occupational skill standards (based on requirements of modern workplaces) as benchmarks of performance.

The summary here, itself an example of national-level collaboration, highlights a host of exemplary coordinative activities at the State and local levels. The State voced council evaluations reflect philosophical, strategic, and tactical variety across a wide spectrum, as well as variety in terms of the "glass half-empty, glass half-full" dichotomy. Such variety makes it impossible to generalize accurately about where States stand in terms of the extent and nature of voced/JTPA coordination.

Some State responses, for example, emphasize differences between voced and JTPA to the point of portraying basic incompatibility. Other responses acknowledge some differences yet at the same time assert that joining forces can both enhance the strengths of each system and eliminate the many redundancies. In either case, there is general recognition that since education and skills development are the thrust of the JTPA amendments, and since voced's experience and new directions give it a key role in educational revitalization, teamwork between the education and training communities offers tremendous possibilities for integration of America's classrooms and workplaces.

This clarity concerning the benefits of concerted voced/JTPA approaches is reflected most strongly in the State recommendations. General areas prominent among them are the need for Private Industry Councils to increase their involvement with local vocational education programs (especially in high schools, which seem to have the least involvement yet the highest potential for being more involved) and the corresponding need for more schools to open themselves up to local JTPA programs. In addition, localities need to utilize more fully the great potential of their community colleges, which have been widely successful as JTPA providers and even administrators. Above all, all levels of government--local, State, and national--need to maximize coordination and integration of vocational education and JTPA services.

Whatever the degree of optimism or pessimism about JTPA/voced coordination, nearly all of the State responses agree that it is the person receiving education and/or training services who needs to be more at the center of things. It is this person who has individual strengths, assets, and capabilities to be nurtured; who may need workforce preparation, upgrading, or retraining; who can grow through widened opportunities for lifelong learning; and who, above all, will be the major beneficiary of voced and JTPA displaying -- in the words of one State evaluation and in the spirit of many of the other evaluations -- "a willingness to give up turf in order to serve clients better."

Table: Specifics of State Results

State	Situations/Needs	Coordination Highlights	Recommendations
ALA.	75% of voced administrators had no JTPA representative on local advisory groups. Voced administrators learned about community JTPA activities when they became public knowledge. No voced administrators on PIC or SJCC (not even State voced director). Need more networking, greater voced representation on State/local job councils.	State identifies as noteworthy coordination efforts the linkages of JTPA with State Department of Economic and Community Affairs (Job Training Division) and State Division of Human Resources (JOBS Program and Adult Services). JTPA has responded effectively to State reorganization to improve efficiency and accountability despite budget restrictions, and voced has been active in tech-prep expansion.	Reduce the number of contractors delivering education services under JTPA and go to two-year colleges. Have more statewide JTPA/voced meetings. Provide JTPA with access to AFDC data.
ALASKA	Virtually no voced/JTPA planning, State or local. State voced office does not accept 8% funds (they go directly to SDA's). 40 high schools surveyed report problems with JTPA in terms of eligibility, paperwork, performance expectations, scheduling, and information sharing.	The Statewide SDA has programs in many public secondary institutions and in postsecondary instititutions (e.g. University of Alaska) and area vocational centers (e.g. Alaska Vocational Technical Center). SDA's work well with voced agencies on training, funding, and curriculum issues, and University of Alaska-Fairbanks reports improvement in its recent coordination with JTPA.	State JTPA administration identify (and suggest resolutions for) barriers to JTPA/voced coordination in planning; conducting RFP processes; funding occupational skills programs; and establishing common usages (in client employment, education, and development plans; contract formats; and management and labor-market information systems) and performance/evaluation criteria.
ARIZ.	Problem areas in coordination include personnel, communications, time, politics, and budgets. Need for less demands on staff and more communications, information sharing, and meetings.	State reports some positive developments in the area of coordination between education and training, especially in terms of exploring how collaboration among education and training agencies and practitioners can improve provision of services.	Review annual State and Federal planning processes to include approval criteria for joint funding of services. Explore procedures, policies, and guidelines to encourage coordination. Improve data collection. Showcase best of what's available.

State	Situations/Needs	Coordination Highlights	Recommendations
ARK.	Interested parties surveyed, when asked what would produce better results, suggested that there be increases in sharing data, setting common goals, and making voced/JTPA contacts; and that vocational and academic teachers engage in joint planning and share time in each other's classrooms. Coordination needs include eliminating redundancy, clarifying student-achievement goals, improving secondary-postsecondary agreements, and sharpening the training focus on getting people off Federal/State assistance.	13,714 of the 19,368 JTPA Title II-A participants were in classroom training, most in public institutions. Voced gave assessment and counseling to 833 dislocated workers under the Governor's Dislocated Worker Task Force. State education agencies, SDA's, postsecondary institutions, and social service agencies coordinated successfully on Youth Opportunities Unlimited (now Youth Fair Chance) -- 442 enrollees in PY 1991.	Identify and replicate examples of coordination. Voced give full consideration to suggestions for program improvement. JTPA provide incentives for better client service. Institute standardized reporting. Establish incentives for joint planning and collaboration. Compile and display computerized data on education and training resources. Set up a State commission to ensure that the State stays ahead on the technology curve. Start career awareness at the elementary level.
CONN.	JTPA/voced coordination is limited, not systematic. Barriers include: on the part of JTPA, views of some votech and local schools as inflexible; and, on the part of voced, views of JTPA as bureaucratic, lacking incentives, and with a much different clientele. Local schools are active in JTPA's summer youth program, but local and votech schools are not often chosen to train JTPA adults. State voced council says critical importance of basic skills may mean JTPA needs to increase funds and time for adult basic education. The SDAs struggle with JTPA having to provide services from income support to skills training. Long-term **(Continued on next page)**	State has performance standards which it now applies to Perkins Act programs and which include such measures as: placement in further education, training, military service, or employment; relevance of vocational programs to labor-market needs; and learner outcomes in terms of basic and advanced academic skills and employability skills. High schools and community colleges are active in adopting tech-prep programs; State is trying to get supplementary funds for them and is promoting them widely. State is strongly supporting incorporation of SCANS skills and competencies into K-12 curricula.	Make systematic coordination a state policy priority; require votech schools and community colleges to make services available to JTPA. Implement regional Work Force Development Boards, with strong local participation. Through State Human Services Cabinet, require elimination or modification of barriers to coordination. Clarify State policy on strategic use of JTPA and voced funds. Coordinate ES, JTPA, and voced under the Work Force Development Boards (which also serve as PIC's); use Wagner-Peyser planning process to integrate ES delivery with regional education and training programs.

State	Situations/Needs	Coordination Highlights	Recommendations
CONN. (Cont.)	unemployed clients also need help with child care, housing, transportation, and medical benefits. The new Title II-C under the JTPA amendments focuses on an out-of-school clientele that may be hard to recruit and retain.	JTPA amendments requiring an Individualized Service Strategy for each client and encouraging SDA's to buy slots for clients in pre-existing training programs promise to help coordination.	Tie JTPA education and training to State 10th grade mastery test. Give schools incentives to involve 11th and 12th graders in work-based learning; design and disseminate a youth-apprenticeship model.
DEL.	Plans are exchanged for comments between JTPA and voced, but there is no specific process in place. Need to link RFP process to joint funding of classroom training.	60% of the occupational training for the State's SDA's is done in public educational institutions. There are joint ventures between State/county learning centers and votech school districts, with some joint funding.	Establish State process for measuring increased earnings and reduction in welfare dependency from JTPA participation. Ensure that State obtains data on socio-economic characteristics (e.g. limited English speaking, disability, minority) or that SDA's obtain it with help from U.S. DOL. Hold a series of coordination meetings.
FLA.	State voced council does not favor HRIC, says voced and JTPA would not benefit from being that integrated due to differences in funding and clientele, lack of coordination incentives in job-training system, unique voced mission, omissions from proposed coordination, and lack of citizen employment policies. A public comment session on voced-JTPA coordination included complaints about fragmented planning; confusion because of differences in goals, policies, evaluation criteria, jurisdictions, curricula, and funding (especially for **(Continued on**	State education and training practitioners are actively exploring how changes in their fields will affect current and future plans and activities. Specific current activities cited for effectiveness are an active schedule of public meetings that seek to increasingly involve localities and JTPA interests, and a concerted effort to tie meeting results into the work of the education and training communities. **next page)**	Hold an annual coordination summit between the employment and training and voced systems.

State	Situations/Needs	Coordination Highlights	Recommendations
FLA. (Cont.)	at-risk populations); inhibition of training (especially in rural areas); lack of funding, especially for fields with expanding opportunities (e.g. health care), need for more voced improvements, and lack of coordination with economic development.		
GA.	Unaddressed coordination issues: performance standards and their influence on client selection (e.g. serving the most needy as opposed to serving clients most likely to succeed), performance standards and program evaluation, linking State and local services to education, and reducing duplication of services. JTPA often has a short-term focus with a placement emphasis that doesn't show long-term effects for education and training practitioners.	A Statewide project in June 1991 focused on voced in the 21st century--the structural context of schools, identifying a foundation for the early grades, and voced's role. This initiative has received a good response from students, education, and business. Since 1988, the Agenda '95 Committee, with representatives from the State's education and training agencies, has been surveying education and business and identifying desired student outcomes. They are being incorporated into votech curricula and have helped shape recommendations on voced/JTPA coordination. There are active voced/JTPA local coordinating committees, as well as meetings/retreats between SDA's and education agencies and institutions.	Integrate academics and voced through such activities as teacher teams, curricula redesign, and tech-prep. Incorporate into education the desired student outcomes and the delivery systems to help ensure them. Improve JTPA-voced coordination through sharing plans, committees, meetings, and information. Improve data collection. Establish a performance-based core curriculum, with granting of a "certificate of mastery" upon completion of middle school. Eliminate tracking. Forge community/business links. Develop a single human resource policy for the State, with functional separateness for voced, JTPA, and other elements.
HAWAII	Among problems are a lack of capacity at the Employment Training Center, a lack of flexibility in scheduling training at the community **(Continued on next page)**	There is good cooperation between the Employment Training Center and the community colleges. In-school youth are a major JTPA	Ensure that Perkins Act and JTPA funds for in-school youth are complementary in purpose, equitably distributed, and meet State goals.

State	Situations/Needs	Coordination Highlights	Recommendations
HAWAII (Cont.)	colleges, red tape, and differences in educational philosophy. Suggestions for possible solution of these problems include voced designing programs that would both serve its own purposes and fit with JTPA, and JTPA providing enough incentive money to change service delivery and the types of services delivered.	target group, and the SDA's and school administrators work closely together, with joint ventures such as a high school child-care program ineligible for Perkins Act funds but using JTPA funds. Community colleges are exploring modular scheduling, scheduling integrated with community services, and year-round and weekend classes.	Improve agencies' and service providers' project proposal procedures. Develop case-management system, one-stop center for client services. Continue to develop compatible administrative forms. Attempt to "hand-hold" clients as they are referred from one agency to another.
IDAHO	There is not enough use of vocational education to train JTPA Title II-A clients, a problem which has been mitigated somewhat by contracting with the Job Service to process and place the clients.	The Office of the Governor has a lead role in coordinating voced with JTPA and other programs, and has a special assistant working on this task on a full-time basis. JTPA and voced have had considerable success in coming to understand the variations in their employment and training goals and practices. JTPA's involvement in the adoption process for the Perkins Act amendments has led to some good collaborative activities.	Encourage voced entities to be more aggressive in seeking JTPA Title II-A funding through the PIC's RFP process. Reduce cost variations among deliverers of JTPA training. Support alternative voced approaches such as tech prep and youth apprenticeship without increasing the number of courses required, as a way of encouraging local districts to more effectively utilize resources to meet the needs of all students, not just those heading for a baccalaureate degree.
ILL.	Each part of the voced/JTPA equation has internal conditions that sometimes make coordination harder. **For JTPA**, these include: focusing on the shorter term and the hard-to-serve, outcome requirements, paperwork, and unfamiliarity with voced programming (e.g. availability of competency-based curricula, **(Continued on next page)**	Four SDA's successful in JTPA/voced coordination were characterized by the following: Encourage professional development in knowledge (e.g. missions, mandates, and standards), attitudes (e.g. overcoming turf), and collaborative skills; encourage local initiatives, with financial incentives; recognize the key role of community	Make employment preparation integral to the K-adulthood education process. Provide leadership for student proficiency in applied academics. Fully utilize available up-to-date resources on education and training. Develop a system responsive to social and economic changes affecting the labor market, productivity, and

State	Situations/Needs	Coordination Highlights	Recommendations
ILL. (Cont.)	history of vocational/academic dichotomy in education). **For voced**, the conditions include isolation; ineffective communications; attachment to long-established practices and procedures; difficulties in making programs available when needed and in updating programs to serve client/labor-market needs; constant pressures to demonstrate effectiveness; existence as just one part of a system with wide-ranging responsibilities and with administrators needing competencies to plan programs responsive to labor-market needs or targeted to hard-to-serve adults; differences among tracks (e.g. academic, vocational, general); need for community colleges to provide remedial basic education to students going on to four-year colleges as well as in occupational-preparation programs; and need for vocational educators to increase application of their knowledge and to team with academic educators. **For both voced and JTPA**, conditions include fears of losing distinctiveness, different standards of success (i.e. training completion and employment for JTPA, enrollment and credit hours for voced), use of different calendars, and lack of continuing professional education.	colleges and fully involve them in competitive-procurement processes; use past practitioners of coordination to help generate present teamwork; use CEO's and community leaders to help get other people involved; identify and disseminate "best practices" as a way of broadening the scope and increasing the intensity of collaborative efforts; develop training for professional staff, with joint State/regional/local planning; and "beat the drums" about coordination achievements. The State is using these findings to increase expectations for coordination (e.g. through an SDA council of providers), respond to community pressures to have leaders interested in serving people more than turf, and involve "doers" and people who feel empowered (e.g. CEO's) rather than meeting goers and chair holders. Emerging in education is a one-track system providing students with opportunities to prepare for the workforce without jeopardizing their university-degree options. Industry-based standards are being used to measure student performance related to occupational skills.	workforce competitiveness. Provide work-site learning, such as apprentice experiences, for all students and adults as a cooperative venture of education, training, and the private sector. Ensure that voced and other workforce-preparation programs adequately communicate concerning client needs. Ensure that voced has a job-training component for the hardest-to-serve. Disseminate job-training research and development more widely. Ensure that the job-training delivery system is free of political influence. Fully utilize voced's wealth of knowledge and experience with competency-based instruction and performance measures. Train service providers on available resources (e.g. about competency-based instruction) and measuring and reporting student performance. Encourage JTPA and community colleges to develop competency-based credentialing of job-training personnel. Upgrade voced certification. Design mechanisms for apprising the JTPA and voced communities of their respective roles. JTPA and voced collaborate on school-to-work and work-to-school programs designed to provide enrollees with the competencies they need to get, keep, and advance in career-path jobs.

State	Situations/Needs	Coordination Highlights	Recommendations
IOWA	Where SDA's require 100% documentation for JTPA eligibility, some students who need JTPA services cannot qualify for them. There is a need for closer relationships among JTPA offices and high schools, alternative schools, and votech campuses. Some school administrators have not made full use of JTPA services for the economically disadvantaged and for potential or actual drop-outs. There is a need for centralized administration of voced/JTPA, though overlapping jurisdictional boundaries often present complications; one model is a centralized votech campus partnered by JTPA and supported by a consortium of area schools. Community colleges often succeed as centralized administrators. There needs to be more service to JTPA-qualified students, such as those from alternative schools, votech centers, and rural high schools. Where community colleges charge JTPA for services free to the general public, coordination is inhibited.	Cooperation between local schools and JTPA includes a course helping at-risk students to develop job-seeking and job-keeping skills. JTPA started and ran the course before helping turn it into a joint venture among JTPA (provides curriculum and monitors on-the-job experience), local high school instructors (teach the course in local schools), and a community college (handles overall administration and all State funding). There are some strong partnerships between JTPA and community colleges. A Human Resource Investment Council has been proposed to promote an integrated delivery system.	Encourage establishment of Secondary Education Enrichment Centers by consortia of rural and metropolitan high schools, both traditional and alternative. These centers would provide centralized voced and apprenticeship programs, and would cooperate closely with community colleges and JTPA. Use JTPA and Perkins Act resources (with waivers as necessary) to build demonstrations of such centers. In areas of such centers, centralize administration of JTPA and voced. Involve alternative school students in voced/JTPA programs. Improve relationships between community colleges and JTPA, such as by encouraging community colleges to develop uniform fee-charging practices for both private clients and clients referred by JTPA. Align the boundaries of education agencies and SDA's. Have local school districts develop systems for collecting accurate follow-up data on graduates, such as on post-secondary education (kind and amount), employment, and salary.
KAN.	There are many SDA services that can help students plan careers and finance training, but reaching students has been difficult. Statewide, there is no mechanism for **(Continued on next page)**	Examples of successful coordination reported by SDA's surveyed include good relationships with votech schools and community colleges (e.g. a votech school providing office space	Develop process for measuring earnings increases and welfare-dependency reduction of JTPA completers. U.S. DOL give SDA's more flexibility in

State	Situations/Needs	Coordination Highlights	Recommendations
KAN. (Cont.)	nuts-and-bolts coordination to take place; some SDA feedback suggests a Human Resource Investment Council -- with the caution that it be client-centered, not political. There is a need for a common assessment process for all education and training agencies. JTPA standards are insufficient to measure specified performance. It would help to have more recognition and establishment by the State education system of programs that meet SDA needs.	to SDA staff for daily, on-site contact with mutual students). Among joint voced/JTPA ventures are additional services for at-risk youth, and use of JTPA 8% resources to fund a votech school staff person who works to decrease drop-out rates for JTPA participants.	data collection. SDA's compile data on occupational skill areas in which training is given to JTPA completers and on completers' placement occupations. SDA's compile data on public and private providers of education services. State JTPA Administrative Office identify (and suggest resolutions for) barriers to JTPA/voced coordination in joint planning and goal-setting; RFP process; funding of occupational skills programs; common usages (in client employment, education, and development plans; contract formats; and management and labor-market information systems); and common performance and evaluation criteria. State education system establish a program of individual career plans for its students; industry/professional competencies; and a school-to-work apprenticeship pilot project.
KY.	62% of JTPA and voced practitioners surveyed participated in joint planning, but only 41% of voced respondents were represented on PIC's, 42% in regular meetings, and less than half in formal agreements; and 2/3 saw voced/JTPA coordination as either the same or worse than it was two years ago. Needs cited by respondents: more instructional materials and equipment; **(Continued on next page)**	Independent, quasi-public Bluegrass State Skills Corporation has been established for a decade to coordinate business and education participation in customized, industry-specific training programs. Since 1990, the State's Workforce Development Cabinet has brought together State education and voc rehab agencies; job training and voced are not directly integrated.	Establish an annual meeting between the Governor's Council on Vocational Education and the Kentucky Job Training Coordinating Council, and involve the boards of adult/technical and elementary/secondary education and community colleges. Department for Employment Services to improve communications timeliness regarding SDA plans and operations, and work with the JTCC to better inform

State	Situations/Needs	Coordination Highlights	Recommendations
KY. (Cont.)	voced to offer more high demand programs for JTPA; JTPA to loosen eligibility requirements and contracting procedures; JTPA contacts to be established in school districts, vocational schools, and postsecondary institutions; paperwork reduction; greater access to Kentucky Tech System for those without high school degree or GED; joint in-service training; and more tech prep.	Contributing to increased coordination of local JTPA/voced agencies over the past two years have been the goals and outcomes of the Kentucky Education Reform Act, better information about available programs, and efforts to get the most out of sometimes-diminishing resources.	the voced community about JTPA programs.
MAINE	State Human Resource Development Council provided no JTPA oversight in half of the reporting period. There is no formal coordination for the voced/JTPA planning process. Timing of programs and ensuring program capacity have become increasing problems between JTPA and community colleges. Adult ed's funding problems have impacted JTPA/voced coordination. Consumers need an inventory of vocational resources in specific areas.	Coordination between JTPA and votech schools has improved considerably over the past two years, particularly in rural areas. JTPA is cooperating well with community colleges and adult ed. The Penobscot Consortium PIC made coordination with education a PY 1992 priority. It included eliminating duplication; delivering services jointly; coordinating funding; and operating a project to recruit, train, financially assist, and place entrants into the health field.	Congress should amend JTPA to facilitate expenditure of funds for upgrading worker skills. Education and training leaders should develop inventories of entry requirements and education and training opportunities. JTPA and voced representatives should meet regularly to coordinate client and agency needs and program plans. Education and training leaders should meet regularly with economic development agencies to identify emerging training needs.
MD.	Statewide survey of voced/JTPA coordination showed that: joint planning is too infrequent (e.g. less than half of the respondents having JTPA/voced sign-offs); adult enrollees at secondary level face difficulties with scheduling, space, and entry requirements; and there are barriers relating to turf, isolation, and **(Continued on next page)**	State's Workforce Investment System is based on self-sufficiency, accountability, and lifelong learning, and in PY 1992 implemented an accountability system to identify workforce-development services and resources, engage in joint planning and implementation, and monitor program outcomes.	Establish State coordination models by site visits, identification of critical factors, demonstration projects to improve teamwork and provide incentives for it, promotion of State-agency collaboration (and reducing interagency barriers), encouragement of local effectiveness by keeping participant requirements

State	Situations/Needs	Coordination Highlights	Recommendations
MD. (Cont.)	paperwork. Community-college administrators wished for more client-centering in JTPA programs, greater school involvement in program selection, communications improvement to ensure having room for clients and assigning them to appropriate programs, and resolution of timetable differences leading to noncredit instruction. There is a need for greater selection of secondary career and technology centers as providers of occupational skills training -- a need that can be met largely by voced adjustments to satisfy JTPA requirements for intensive, short-term training.	Coordination is widespread and mutual referrals are frequent, facilitated by such steps as cross-membership; effective planning, communicating, and contracting; sharing services and staff; having community colleges as JTPA administrative entities; cooperation of localities; and planning a one-stop center for training and employment referral. Also being considered are suggestions arising from the Statewide survey, including increases in cross-memberships; joint planning; demonstration funds for joint initiatives; shared usage of facilities, equipment, and programs; and direct contact with admissions people.	manageable, and supporting the State education system's plans to make coordination an integral part of voced delivery systems. Strengthen JTPA/voced coordination by following up on survey; setting clear goals; mutually evaluating effectiveness; specifying future goals, outcomes, and ways of expanding participation; and bringing together relevant advisory councils. JTPA and voced should specify and streamline referral mechanisms; increase precision of data on numbers, needs, obstacles to, and strategies for participants; enlarge private sector involvement in education; expand day-care and transportation help for students; improve placement into programs; include more credit courses in cooperation with community colleges; and accommodate more adults at secondary career centers by paying greater attention to enrollment projections, schedule openings, and possibilities for expansion of over-stressed facilities.
MASS.	According to a study of State education and training coordination, there are too many organizational structures competing for control, resources, and clout. There is a need to incorporate more of a customer-service ethic, simplify the **(Continued on next page)**	Multi-Regional Employment Board initiatives, such as the tech-prep consortium in the Merrimack Valley, are making exemplary progress toward streamlining reporting and application. The State training system is taking a	Ensure sharing of key workforce information (e.g. occupational trends) among industry, economic development agencies, and education and training practitioners -- especially at the local level. Increase Regional Employment Board

State	Situations/Needs	Coordination Highlights	Recommendations
MASS. (Cont.)	"paper bureaucracy," and standardize reporting requirements and application processes. Community colleges want to become more involved in developing and operating education and training programs. Secondary schools need to become more involved in adult continuing-education programs. Voced needs: set standards as general education is eliminated; consider what models to use; survey employers on occupations for which voced provides hiring advantages; assess occupational training programs; and explore information flows to youth about job prospects.	broader and more proactive view of workforce development -- such as by extending service to more people and becoming more responsive to "customer" needs; one-stop shopping is benefiting both providers and clients. The MASSJOBS Council is bringing together high-level education and training policy-makers. State voced programs have maintained relatively high rates of job placement and of completers going on to postsecondary institutions. State is increasing accountability in K-12 education system, such as by requiring a certificate of initial mastery.	coordination between regional industry and education and training providers. Take a systemic approach to the coordination of education and training, and establish a State-level organization to simplify and systematize application processes -- while making sure it doesn't impede successful local collaborations. Forge linkages among schools, training providers, and industry. Make funding cycles more uniform. Support vocational/academic integration and tech-prep expansion. Adopt means to assess performance in K-12 education system, and consider means of support for schools to implement performance requirements.
MICH.	Problems with programming under JTPA 8% funding include: too much variation in structure, function, and SDA relationships; and lack of formal bylaws, substantive coordination, and standards of program effectiveness. There is a need in voced/JTPA to go beyond the "procedural" planning and sign-off method that is often used. Helpful locally are JTPA/voced planning; service delivery; and resources commitment to votech programs, support services, job placement for the JTPA-eligible, and drop-out prevention. There is also a need for a mechanism **(Continued on next page)**	JTPA/voced coordination is especially important to State's educational reform goal--that those going from school to work have the skills for jobs that can lead to financial independence. Priorities include applied academics, youth apprenticeship, work-based learning, development for each student of an Educational/Employability-Development Plan (and a Student Portfolio based on it), school partnerships with business and labor, and incorporation of SCANS skills and competencies (and similar materials) into course curricula.	8% grantees should report participant enrollment, activity, termination, and follow-up data consistent with JTPA definitions. Make timely provision to PIC's of 8% reviews. Annually supply each SDA with a list of area recipients of Perkins Act funds, with amounts by specific programs or categories. State education and labor departments should identify and disseminate models of JTPA/voced coordination. Models should include detailed descriptions of target populations, activities, outcomes, and commitment

State	Situations/Needs	Coordination Highlights	Recommendations
MICH. (Cont.)	to develop a systematic body of knowledge on the extent and effects of voced/JTPA coordination. Human Resource Investment Councils are one approach to integration of JTPA, voced, and other human resources programs; the Michigan Council on Vocational Education does not favor this approach because the Council sees JTPA as a short-term-oriented, second chance program and voced as a longer-term, first-line-of-defense program. The Council prefers an approach providing, as part of the State's workforce-development strategy, incentives to programs to coordinate their efforts.	State identified outstanding coordinative activities by SDA's in serving the hard-to-serve, increasing the number of participants, preparing clients for JTPA Title II-A, and creating a mix of services otherwise unavailable under JTPA. These activities include providing seed money for "student to work" linkages, use of a community college to administer integration of educational and employment and training resources, and "gap funding" -- coverage of possibly otherwise-unavailable direct costs for occupational skills training and Pell grant supplements.	and use of funds by source. Dissemination list should include SDA's and local secondary and postsecondary votech administrators. Review JTPA enrollee data in terms of services to women and minorities, and take corrective action that may be necessary as a result.
MINN.	Voced/JTPA coordination problems cited by survey respondents include lack of a working definition of coordination, insufficient policy and procedure information on obtaining JTPA funds, differing eligibility requirements, and inadequate staffing.	Private sector contacts by the JTPA Unit of the State Board of Technical Colleges helped the State respond effectively to major lay-offs in its computer industry. Coordinative activities included assessment of job skills, occupational skills training, and placement.	Develop a working definition of coordination based on exemplary activities. Facilitate secondary voced obtaining and using Perkins Act and JTPA funds. Technical colleges and PIC's should establish cross-memberships on advisory committees.
MO.	A Statewide survey on voced/JTPA coordination reveals the following suggestions for improvement: better communications between SDA's and secondary and postsecondary institutions; expanded and/or enhanced efforts to meet national, State, and local workforce- **(Continued on next page)**	A major feature of the current voced-JTPA scene is the effects of changes in the Perkins Act. These emphasize: better service to special populations, academic/vocational integration, closer secondary/postsecondary cooperation, outcomes-based evaluation, and teamwork among	Direct additional resources into votech schools and community colleges. Develop a long-range economic development plan involving JTPA and voced. Establish uniform measurements of JTPA/voced effectiveness. Deemphasize on-the-job training and

State	Situations/Needs	Coordination Highlights	Recommendations
MO. (Cont.)	development needs; making coordination Statewide; and increasing teamwork at local levels.	human resources programs. There are many good examples of voced/JTPA coordination and a desire to improve, as evidenced by the 75% response rate to the Statewide survey.	ensure that when it is used, it have a classroom component and afford participants long-term career opportunities.
MONT.	Needs as identified in a Statewide survey: formalization of voced/JTPA coordination at the State level, more linkages between JTPA and secondary and postsecondary schools (other than through JTPA 8% funding), local joint planning besides grant plan sign-offs, more cross-membership, and greater voced responsiveness to JTPA needs. Respondents also identified several barriers to coordination, including insufficient resources (staff, time, etc.), lack of communications, geographic separation of programs, restrictions on fund uses or eligibility, and perceived differences in goals.	Plans for expenditure of Perkins Act funds are routinely submitted to JTCC. Job training and voced have cross-memberships among the voced council, PIC's, and the SOICC. JTPA and Perkins Act funds jointly support the Montana Career Information System and, at the local level, such projects as Jobs for Montana's Graduates and an SDA/school-district project whereby participants attend classes in the mornings, work at nonprofit agencies in the afternoons, and receive supportive services. Turf issues have lessened as cooperation has proceeded.	Governor appoint voced representative to JTCC. Voced monitoring instruments include section on JTPA/voced coordination. Highlight exemplary coordination efforts by including a section on them in voced's annual performance report. JTCC and PIC's keep encouraging voced and job-training practitioners to increase coordination. Make more training at postsecondary institutions compatible with JTPA needs -- i.e., shorter-term; more open-entry, open-exit; and with greater orientation toward employers, the labor market, and new technologies.
NEB.	Respondents to a Statewide survey on JTPA/voced coordination identified a half dozen initiatives they felt were needed: access to a single labor-market database, multi-purpose resource centers, common application and assessment instruments for clients, cross-trained JTPA/voced staffs, team approach to selecting and monitoring training vendors, and development of coordinated **(Continued on**	The Greater Nebraska Private Industry Council hosted a round-table discussion on voced/JTPA coordination for PIC members and representatives of 10 human resources agencies. The results were very beneficial, and plans are to hold such an event regularly. **next page)**	State JTPA Administrative Office should identify (and suggest resolutions for) barriers to JTPA/voced coordination in joint planning and goal-setting; RFP process; funding of occupational skills programs; common usages (in client employment, education, and development plans; contract formats; and management and labor-market information systems); and common performance and evaluation criteria.

State	Situations/Needs	Coordination Highlights	Recommendations
NEB. (Cont.)	marketing and management-information systems. Also suggested was showing staffers that teamwork does not waste their time, take "credit" from them, or cut into their "turf." Levels of commitment must be high, and there must be incentives for local agencies to invest in coordination.		PY 1993 is recommended timeframe for conducting a series of meetings and presenting an action plan to the State voced council.
NEV.	At full capacity, the State's education and training system can meet less than a third of its needs for new and replacement employees. It feels a need to do more educating, training, and retraining of its own residents, although it sees broad-based integration of education and training as difficult given its history of almost total reliance upon Federal funding for training and occupational education, and the high degree of autonomy of its localities. Recent JTPA/voced changes put a premium upon increased coordination (e.g. the effect upon schools of JTPA summer youth efforts' strengthening of academics and emphasizing of year-round programming). Local education and training practitioners, as surveyed by Nevada Workforce Agencies, suggest the following coordination-enhancement steps: form local interagency working groups; develop service directories by type and location; recognize **(Continued on next page)**	State has effectively used the JTPA 8% education set-aside to integrate funding and programming for specific job-training and voced needs. The success of the Single Parent and Displaced Homemaker Centers has served as a model for joint effort. The Nevada Workforce Group, formed in 1991, has greatly assisted education and training coordination, and was especially helpful in assessment of coordinative efforts. Plans are being made for a common resource center with coordination of intake procedures; participants include a JTPA agency, the State employment-security and welfare agencies, the local social services department, a community college, and a private learning center.	Establish Human Resource Investment Council chaired by Governor or Governor's designee, with each member authorized to expend funds from an agency's State administrative set-aside to support Council operations. HRIC could develop and monitor coordination describing current activities and common participant goals (placement, career exploration, etc.) of Federally-supported human resources efforts; using uniform eligibility definitions where common goals and standards exist; developing a grant-proposal process that guarantees common distribution of information; prioritizing funding of programs that operate in support of multiple-funding sources; and developing an evaluation process that applies to programs that coordinate with HRIC. Local occupational-education and job-training recipients of Federal funds include in performance reports summaries of local coordinative

State	Situations/Needs	Coordination Highlights	Recommendations
NEV. (Cont.)	exemplary coordination and identify opportunities for improvement; share client information as a first step toward coordinating intake; explore multi-agency assessment; share information on testing, labor-market supply and demand, and specific job opportunities; develop an effective referral mechanism and increase cross-training; explore case-management approaches; and develop a system for evaluating client outcomes.		activities as described by the Nevada Workforce Group.
N.H.	Among needs identified by respondents to a Statewide survey on voced/JTPA coordination: more responsiveness to specific workplace needs; loosening of restrictive RFP requirements; JTPA increases in alternative programming for high risk youth, school-to-work transition, English as a Second Language, basic skills training without placement requirements, locally responsive training opportunities for adults, and out-stationing of contact personnel; and, at State level, a JTPA/voced liaison, and more joint planning of JTPA and Perkins Act activities. Respondents also identified needs for PIC's and votech educators to develop training of dislocated workers with minimal skill levels, and to provide sequential training; and for **(Continued on next page)**	66% of respondents to the survey on voced/JTPA coordination said that voced was producing the employees their industries needed, and 75% that technical education was doing that. Coordination between postsecondary educators and job-training practitioners is active and increasing. Examples include education representation on PIC's, cooperative development of Learning Resource Centers at all technical colleges, Statewide economic development initiatives with coordinated training components, and loaned executives to the State's postsecondary technical-education department. There was general agreement among survey respondents that voced and JTPA have common goals, that voced programs reflect JTPA needs, and that	Continue forming regional staff cadres for education-training coordination. State education/training agencies should assess local adult-training needs, design responsive programs. State job-training and voced systems might jointly develop strategic plan of needs and resources. State job-training and voced systems should assess and develop training for rapidly-growing disadvantaged population, as well as alternative programming for at-risk youth. State job-training and voced systems should develop integrated, sequential job-readiness curriculum. State training/voced systems should develop single annual report format. State job-training system should identify and address obstacles to job-training/voced coordination.

State	Situations/Needs	Coordination Highlights	Recommendations
N.H. (Cont.)	voced to design more programs with JTPA clients in mind and to increase JTPA access to voced programs.	votech schools are receptive to JTPA-suggested training programs.	State job-training and voced systems should establish task force to review and facilitate local coordination.
N.J.	Continuing communication between voced and JTPA is necessary to overcome differences in background -- for voced, often a holistic background not featuring outcomes-based evaluation (or placement standards); and for JTPA, a more contextual, utilitarian background. A Statewide survey identified the following specific barriers to coordination: poor public transportation, performance-based contracts, scheduling difficulties, and stringent regulations. Coordination is weakest at the local level (e.g., only one of 12 PIC's surveyed has education subcommittee).	State was among the earliest to establish a unified workforce-readiness system, which emphasizes high performance employment skills and occupational competencies in emerging technologies, and provides an overall framework for JTPA/voced coordination. A local strategic planning framework is being developed to widely extend coordination below the service-contracting level. As examples of coordination, respondents cited contracted programs, shared labor-market information (e.g. staff visits to schools), and cooperative programming (e.g. dislocated-worker center at a school site).	Define occupational education, identify needed workforce-readiness activities. Prepare students through a career-development program that begins at the elementary level and explores education-employment relationships. Use WorkLink, a transcript with generic and job-specific skills assessments, confidential ratings of work habits, and work-experience information. Endorse outcomes-oriented, labor-market-based accountability system, using common terms, timeframes, and definitions; and measuring completers' occupational competencies, and services to those otherwise unable to be economically self-sufficient. Incorporate work-based learning. Expand youth apprenticeship. Increase linkages between secondary and postsecondary schools. Disseminate tech-prep information. Use SCANS skills and competencies in revising high school graduation requirements.
N.M.	Among JTPA/voced problems are fixed enrollment versus open entry, and eligibility requirements. There is a lack of coordination between JTPA and voced in annual planning, the RFP process, and developing common agendas.	Helpful to coordination in one SDA has been an employment/training development plan for each client; it lists occupations matched to the client's interests and abilities. JTPA coordination with the public schools is exceptionally good.	Develop JTPA measurements of earnings increases, welfare reduction, placement occupations versus the occupational skills of training, and socio-economic characteristics versus their incidence in the population. Develop a single annual report format.

State	Situations/Needs	Coordination Highlights	Recommendations
N.Y.	Special effort is required to overcome historical differences in designs and methodologies between JTPA and voced, whether in resources (emphasis on Federal funding vs. matching/leveraging), mission (specific-skills vs. more broad-based focus), or how directly the functions relate to a Governor's office.	Both JTPA and voced are moving toward integrated coordination through joint planning, linking funding sources, concurrent proposal review, and the State's Workforce Preparation Evaluation Act, which requires education and training agencies to account for outcomes against objectives and to develop a coordinated database. Voced is restructuring to emphasize academic/vocational integration, tech prep, and common school/workplace standards. JTPA amendments foster integrated coordination through common standards/measures and empowering each Governor to create a Human Resource Investment Council. State has laid groundwork for such a body.	State Job Training Partnership Council to continue as lead group in analyzing and reporting on workforce-preparation programs. Fully explore the Governor's GATEWAY initiative, which seeks to reorganize workforce-development programs (including one-stop centers) into a comprehensive, client-driven system. Establish a Human Resources Sub-Cabinet which clearly distinguishes policy-making (through a Coordinating Committee) and implementation. Maintain the autonomy and functional responsibilities of Sub-Cabinet agencies.
N.C.	Responses to survey of State JTPA-voced coordination emphasize service to clients as the real purpose of coordination. Differences in program focus are seen as complementary -- e.g. when JTPA students benefit from updated equipment and program improvement under Perkins Act. Coordinated contracting and funding are being viewed as allowing each agency or service provider to do what it does best and at the same time help individual students by drawing **(Continued on next page)**	In January 1992, State established permanent Commission on Workforce Preparedness, composed of the Advisory Council on Vocational and Applied Technology Education and the State Job Training Council, and has made JTPA/voced coordination an emphasis at every level. The survey identified 10 examples of successful coordination, ranging from participant assessment/service centers in community colleges to job-readiness or preemployment-skills programs in high schools. Six	State should develop joint RFP process and funding where appropriate. State should cross-train (e.g. with SOICC occupational data systems). State should improve procedures allowing clients to move more freely between JTPA 8% and 78% programs. States and localities should maintain local flexibility, develop seamless delivery system (including local central-application process or master database), and give SDA's/PIC's more review/comment time on voced plans. States and localities reinforce county

State	Situations/Needs	Coordination Highlights	Recommendations
N.C. (Cont.)	upon the strengths of other providers. Another emphasis is on local flexibility -- both in funding and in negotiating plans developed at the State level. There is a need for State-sponsored cross-training of local practitioners. Restrictiveness of Perkins Act program improvement and JTPA administration is sometimes a barrier to teamwork.	examples coordinated JTPA 8% and 78% funds to serve a common target population, and six directly integrated Perkins Act and JTPA 8% funds; there was 8%-JOBS coordination in six cases. Characteristic of the examples were cohesive organizational structure and client-centered staff.	social service agencies' commitment to use other agencies' services as JOBS becomes a cost-shifting program. Localities should coordinate JTPA/voced in one office where staffers work closely with clients. Maintain commitment/support for funded projects at all levels.
N.D.	A Statewide survey of JTPA/voced coordination revealed a lack of communications and information-sharing. Increased involvement would add to program administrators' understanding of what's available in votech schools and JTPA programs.	There is active participation between voced and JTPA in both secondary and postsecondary programs. Coordination is aided by the State's having only one JTPA service-delivery system. Education and training are continuously coordinated at the State level, and voced representatives are members of regional employment and training committees. Close cooperation and information-sharing occur in JTPA localities, and with area vocational centers and comprehensive high schools.	Form geographically-balanced Education Subcommittee of Governor's Employment and Training Forum. JTPA collect data on incidence in population of socio-economic groups served, and longitudinally track completers. Ensure representation of a wide range of occupational and geographical interests (including voced) on Regional Employment and Training Committees.
OHIO	Statewide survey cited as JTPA/voced coordination barriers: inadequate time to complete RFP's; lengthy JTPA intake preventing timely certification; conflicting expectations between JTPA and community colleges about learning and placement; interagency differences in Federal guidelines, operational definitions, goals, and eligibility requirements; only 2 of 22 PIC's with education subcommittee; and lack of joint review of plans.	All SDA's report JTPA Title II-A programs involving public institutions. State voced council has issued a special report on 19 exemplary programs using JTPA 8% funds, including five SDA long-term training projects, five projects addressing the transition from State institutions to work, and nine projects using linkage-and-coordination seed money.	Improve interagency coordination in client assessment, information exchange, and client management. Ensure cross-memberships, such as on PIC's and voced advisory councils. Encourage provider competition to get good client services at reasonable costs, and explore criteria for successful provider selection. Consider using unified case-management teams with agency-integrated computer systems.

State	Situations/Needs	Coordination Highlights	Recommendations
OKLA.	Whereas 92% of SDA directors in a Statewide survey felt voced/JTPA coordination was "good" or "very good," only 43% of voced superintendents felt the same; two-thirds of each group, however, foresee improvements over the next several years. Specific needs cited include better labor market data and knowledge of each other's needs and programs, open entry/exit courses, more lead time on JTPA referrals, better placement and follow-up, and less paperwork.	More than one-half of survey respondents reported excellent voced-JTPA coordination, with strong working partnerships. The State voced system has appointed a staff member solely to improve voced-JTPA coordination. State voced programs have experienced a decade of enrollment increases and have exercised leadership in academic/vocational integration and tech prep programs.	Encourage JTPA representative to attend State voced council meetings. Link State employment security agency JTPA staff and State votech system to coordinate votech schools and SDA's. Encourage cross-memberships on PIC's and voced advisory councils. JTPA and State votech system coordinate dislocated worker and industry skills-training programs. Coordinate with JTPA collection of follow-up data on voced students. Require coordinated planning, and develop a planning model.
P.R.	More than half of the respondents to a Commonwealth-wide survey of voced-JTPA coordination did not know of the existing plans to promote it; and 60% reported no coordination of RFP's. Specific needs cited were for more JTPA use of and access to voced programs, and for improvement in the education and training provided.	The survey reveals that three-fourths of the commonwealth's voced and JTPA communities agree on the need for strong coordination, and there are many exemplary coordinative efforts.	Develop joint planning at central and local levels. Empower local voced practitioners to coordinate with JTPA. Increase private sector involvement in voced/JTPA coordination. Fully involve PIC's in JTPA/voced coordination. Institute cross-training in JTPA and voced at central and local levels. Establish a voced/JTPA coordination committee to promote and maintain continuous teamwork, mainly at the local level.
R.I.	Based on extensive data collection and analysis, State voced council concludes that existing education and training system lacks organization, incentives, and clear goals. Gap needs to be closed between JTPA's **(Continued on next page)**	State recently formed a Human Resource Investment Council to integrate systemic responses to the requirement for high performance education and training. Regional Employment and Training	Develop a comprehensive State plan for comprehensive education and training; HRIC, logical body to direct this work, should consider workforce-preparation objectives and strategies, performance standards, competency-

State	Situations/Needs	Coordination Highlights	Recommendations
R.I. (Cont.)	specific outcomes base and voced's broader focus. There is not enough information to support shared planning and decision-making, or to adequately measure performance (e.g. increases in economic self-sufficiency, comparisons of clients' socio-economic characteristics with incidence in the population, and vendor effectiveness). Use of assessment at area centers and schools is uneven, competency-based curricula are not widespread, and schools rarely follow up graduates. There are substantial needs for equipment purchase and repair, measuring effectiveness by student performance, and greater staff development.	Boards have been established to increase coordination. Northern R.I. JTPA is developing replicable design for regional coordination. Voced is exploring performance-based outcomes as a way of increasing compatibility between it and JTPA. There is also restructuring to better meet economic development needs and planning for development of a State-administered system of career and technical schools. High performance workforce efforts are using the SCANS skills and similar guidance. Community colleges have had good success with high school tech preps and with SDA training programs.	based credentialing, integrated reporting, performance-based contracting, and direct consumer-funding programs. As other steps in support of this plan, increase incentives for joint planning and coordination among voced, JTPA, and other education, training, and employment agencies; develop common annual-report format and quantifiable outcomes that can be addressed across these agencies; and include in JTPA a process to measure completers' earnings increases and reduced welfare dependency, match-up of placement occupations with occupational skills training provided, clients' socio-economic characteristics versus incidence in State population, and performance of training providers.
S.C.	Respondents to a Statewide survey on JTPA/voced coordination cited the need for increased funding of JTPA programs, with concomitant increases in better performance standards, staff resources, personnel qualifications, and follow-up of students moving from secondary to postsecondary programs. Another finding from the survey was that heavy paperwork requirements for JTPA participation may discourage school-district involvement in JTPA programs.	The survey produced more favorable than unfavorable responses regarding coordination issues. Teamwork has increased -- for example, SDA's and the State JTPA Administrative Unit have conducted more workshops to inform school personnel about JTPA programs.	Reduce paperwork required for JTPA participation. SDA's and State education department jointly develop tests to adequately assess participants' entry/exit skills. State JTPA Administrative Unit arrange with voced-related groups for JTPA topics to be discussed at groups' conferences; groups include school superintendents, State education department, vocational directors, and school-district JTPA coordinators. State JTPA administration help SDA's with technical assistance to increase JTPA funding in local school districts.

State	Situations/Needs	Coordination Highlights	Recommendations
TENN.	State's report emphasizes key role of voced/JTPA coordination in economic and educational revitalization. Secondary schools, for example, are challenged to integrate academic and vocational skills, use up-to-date technologies and learning methods, and assess student performance. There is a need for greatly-expanded resources, staff training, and labor-market information.	In June 1991, a Statewide needs assessment surveyed secondary vocational teachers, special needs teachers, Tennessee employers, and the JTPA program. State JTPA/voced practitioners since that time have attempted to respond to the assessment's call for efforts "to coordinate and build networks of professionals who offer meaningful opportunities to youth." One exemplary coordination effort has been the seven programs of Jobs for Tennessee Graduates, which focus on increasing job readiness for young people who have no plans to go on to college.	Increase pre-apprenticeships, emphasizing applied learning, school-work partnerships, and tech prep. Increase skills of voced teachers as students acquire performance portfolios documenting skills needed in the workplace. Continue strengthening K-12 career awareness and school-work linkages. Increase secondary/postsecondary cooperation. Voced and JTPA form strong alliance in all of the State's counties. Continue expansion of apprenticeship and cooperative education. SDA's continue notifying district educators of JTPA program approvals.
TEX.	Coordination between JTPA and voced is hindered when they emphasize differences, e.g. size, duration, funding mechanism, private or public services provision, governing bodies, wide or narrow range of clients and/or services, planning cycles, and performance criteria. Among barriers to coordination are lack of cross-representation between PIC's and voced advisory councils; lack of joint annual planning; scheduling difficulties; excessive paperwork; and voced programs' not meeting JTPA performance standards. **(Continued on next page)**	State is establishing a Human Resource Investment Council -- the Texas Council on Workforce and Economic Competitiveness -- and local Workforce Development Boards to integrate the education and training delivery system. State also has Master Plan for Career and Technical Education, which aims to use SCANS skills/competencies in integrated academic/vocational curricula; set industry-based occupational skills standards; implement comprehensive career guidance and information; follow up for greater accountability; develop models for one-stop client assessment	Ensure workforce development that provides career guidance/counseling, classroom and work-site learning, placement, and support services. Ensure development programs with short- and long-term accountability, performance incentives, and common data/follow-up processes. Ensure that these systems are driven by labor-market information and that it is a key factor in program approval. Develop for hard-to-serve a sequence of introductory training, time at a work-site, and in-depth training. Guarantee to employers that vocationally-certified secondary students who don't measure up will be

State	Situations/Needs	Coordination Highlights	Recommendations
TEX. (Cont.)	Many SDA's would like to see increases in planning among State agencies, resources for JTPA clients, and State support for coordination. Less than a third of secondary school respondents have school-district representation on the local PIC -- although 71% of these respondents indicate that their schools receive JTPA-funded services.	and referral; establish a coherent sequence of courses; and provide professional development and training for staff members. In addition, Texas has instituted Quality Work Force Planning (QWFP), a systematic, data-driven method to identify employer needs and ensure that they are met by education and training programs. Creation of QWFP regions has facilitated different types of teamwork because it allows more information sharing by partnerships of educators and employers. More than half of postsecondary votech schools are represented on PIC's; three-fourths of the schools are JTPA service providers.	re-enrolled, and encourage JTPA service providers to guarantee their occupational skills training. State education agencies inform high schools about JTPA programs. Include the human services agency in interagency collaboration. Include JTPA objectives in master plan for career and technical education. Evaluate JTPA 8% funds for effectiveness and coordination. Forge school-work links in curriculum development, teacher and student training, and equipment purchases. Use JTPA summer youth program to feed vocational cooperatives and Fall/Spring classroom training. Identify exemplary coordination models.
UTAH	JTPA 8% and State funds used to be combined for custom training, but now 8% funds are sent to State voced, contracted back to the Job Training Coordinating Council, and distributed through PIC agreements for job-preparation activities.	Governor's Coordination and Special Services Plan integrates the State's human development programs (including voced and JTPA, which have their own formal coordination agreement). PIC's serve as a coordinating council for local plans.	Local coordinating councils maintain communications with JTCC regarding goals and criteria. Develop client-centered, nonduplicative assessment method. Use case management where possible. Ensure effective placement.
VT.	Problems cited by respondents to a Statewide survey of JTPA/voced coordination include: not enough slots and too much paperwork in State employment department programs; too much disagreement between JTPA and voced about their roles, and about JTPA 8% funds and **(Continued on**	Area vocational centers responding to the survey observed that JTPA programs enable eligible students to gain needed experience in their chosen technical areas. There is an active adult-diploma program. Centers make JTPA aware of openings and night programs. **next page)**	No formal recommendations; responses to Statewide survey may help in future planning and programming (e.g. suggestion of area vocational centers that Federal and State levels serve as clearinghouses, developers of services matrices, and planners and schedulers of meetings among JTPA and other

State	Situations/Needs	Coordination Highlights	Recommendations
VT. (Cont.)	their uses; inequitable fund disbursement among agencies; lack of communications; insufficient coordination of RFP's; and difficulties in accessing funds.	Interagency teams are formed to enhance coordination. Voced and JTPA meet regularly on such programs as school-to-work and Jobs for Vermont Graduates. JTPA funds area vocational center program providing 20 hard-to-serve clients with training, support services, and job placement; local employment and training practitioners help with application, testing, and job search and development.	providers, and local levels implement these functions).
VA.	Needs revealed by Statewide survey of JTPA/voced coordination: school contacts to work with JTPA programs, funding levels to accommodate more JTPA participants, and designing programs to satisfy requirements and missions of both programs. Suggestions for improvement: increase SDA involvement in tech prep, study using school buses to transport clients, standardize definitions, simplify eligibility certification, put JTPA clients in more high school voced programs, have more schools bid on SDA contracts, share in-service training, have year-round youth programs in public schools, use vocational facilities at high schools and community colleges during off hours, and increase communications and willingness to give up turf in order for clients to be provided with better service.	Among current coordinative activities are information exchange (including review of State plans), a summer youth institute, 14 jointly-planned regional workshops, and incorporation of collaborative provisions in local plans. All public educational activities are on the SDA bidders list, and a list of all funded programs is shared with training agencies. Provision of technical assistance for coordination is made through the State Education Department's Employment and Training Service. Pursuant to Perkins Act amendments, there are signs of a loosening of voced's historical reluctance to agree to performance-based contracts.	Strengthen coordination mechanism to implement tech- and apprentice-prep programs, work-learning centers, and academic/vocational integration. Establish youth work learning centers -- alternative learning settings for youth needing special help to develop required workforce-preparation competencies. These centers develop formal cooperative relationships with their SDA's.

State	Situations/Needs	Coordination Highlights	Recommendations
WASH.	Respondents to a Statewide survey of JTPA/voced coordination identified three local-level barriers: (1) Differing mandates, regulations, and policies; needed are coordination incentives and standardized definitions of targeted populations, services to be provided, eligibility, assessment, and outcomes. (2) Limits to local flexibility because of Federal and State policies; needed are coordination incentives for innovative responses to changes in workforce requirements and preparations. (3) Lack of effective local-level communications between JTPA and voced providers; needed is State education and training agencies organizing and operating at the local level with the commitment to coordination they are displaying at the State level.	In 1991, the State established the Workforce Training and Education Coordinating Board (WTECB), which integrates education and training agencies and activities (including voced and JTPA). The SJTCC prepares the Governor's Coordination and Special Services Plan, which includes assessment of education and training coordination. There are cross-memberships among all education and training agencies. Secondary schools, area skills centers, and technical and community colleges assure coordination with JTPA in their plans and evaluations. WTECB is a clearinghouse for training certification and for referring JTPA clients to specific voced programs. WTECB administers JTPA 8% funds.	Conduct series of regional workshops to make local administrators and educators aware of Federal education and training funds available, and to provide technical assistance in accessing, combining, and leveraging these funds. Facilitate joint use of JTPA and Perkins Act funds on training of JTPA-eligible individuals enrolled in tech-prep programs -- especially economically-disadvantaged high school graduates who completed the two high-school years of a four-year tech-prep program, but lack funds to enable completion of the program's two postsecondary years.
WYO.	State voced council suggests that voced/JTPA coordination be viewed in a context whereby education for today and tomorrow must be characterized by a focus on learning, academic-vocational integration, lifelong opportunities, up-to-date workforce information, work-based learning, public-private cooperation, and an absence of turfism.	Significant progress has been made in voced/JTPA coordination in terms of shared information and decision-making. The Private Industry Council has been highly effective, and has made a special effort to conduct its activities in a geographically-balanced manner. JTPA one-stop shopping ventures have facilitated public access to employment and training programs.	Put a member of the State Department of Education on the Private Industry Council. Review and update interagency agreement between State Department of Education and JTPA. Department of Employment continue public awareness activities, such as conducting workships and publicly announcing meetings.

GLOSSARY OF TERMS

AFDC	Aid to Families with Dependent Children
DOL	Department of Labor
8% Funds	Portion of JTPA Title II-A supporting projects with State educational agencies
ES	Employment Service
ETA	Employment and Training Administration
HRIC	Human Resource Investment Council
JOBS	Job Opportunities and Basic Skills program
JTPA*	Job Training Partnership Act
	Title I: Administrative provisions
	Title II-A: Training programs for disadvantaged adults
	Title II-B: Summer employment and training programs for disadvantaged youth
	Title II-C: Training programs for disadvantaged youth
	Title III: Employment and training assistance for dislocated workers
	Title IV-A: Programs for Native Americans and Migrant and Seasonal Farmworkers
	Title IV-B: Job Corps
	Title IV-C: Veterans Employment Programs
	Title IV-D: National Activities
	Title IV-E: Labor Market Information
	Title IV-F: National Commission for Employment Policy
	Title IV-G: Training to Fulfill Affirmative Action Obligations
	Title IV-H: Youth Fair Chance Program
	Title IV-I: Micro-enterprise Grants Programs
	Title IV-J: Disaster Relief Employment Assistance
	Title V: Jobs for Employable Dependent Individuals (JEDI)
	Title VI: State Human Resource Investment Councils
K-12	Kindergarten through 12th grade
OSPPD	Office of Strategic Planning and Policy Development
PIC	Private Industry Council
RFP	Request for Proposal
SCANS	Secretary's Commission on Achieving Necessary Skills
SDA	Service delivery area--administrative district established for JTPA implementation (typically city or county of 200,000 or more population)
78% Funds	Formula-allocated portion of JTPA Title II-A
SJCC	State Job Coordinating Council
SJTCC	State Job Training Coordinating Council
SOICC	State Occupational Information Coordinating Council
SPIR	Standardized Program Information Reporting
Tech Prep	Technical preparation education, often in the form of four-year programs leading to a two-year certificate or associate degree
Voced	Vocational education
Vo-tech	Vocational-technical

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